

1. OVERVIEW

Subject area	Entrepreneurial Leadership and Career Guidance
Degree	Bachelor's Degree in Nursing
School/Faculty	Biomedical Sciences
Year	4th
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish
Delivery Mode	On campus
Semester	Throughout the year (semesters 7 and 8)

2. INTRODUCTION

Beyond their care work in hospitals, health centres and nursing homes, nurses also work in many other settings and take management responsibilities at different levels and in different areas. The complexity of care management and healthcare organisations is an area of major interest and must be part of the training of nursing students.

Moreover, in the 21st century, the social and healthcare sector can be considered one of the key sectors for entrepreneurship, with enormous opportunities for creating companies and other projects that respond to the latest healthcare demands of the population. Within this sector, nursing professionals constitute the largest asset.

Society needs enterprising nurses, with the disciplinary and professional knowledge to give them the confidence to make autonomous and responsible decisions. Professionals who come up with and look for ideas, identify needs and are able to transform them into opportunities. We need professionals who can adapt to demand, who are creative, to offer new lines of action that are increasingly effective and efficient.

Entrepreneurial Leadership and Career Guidance opens students' eyes to other areas of professional development, to other responsibilities nurses assume and to the promotion of nursing leadership.

3. SKILLS AND LEARNING OUTCOMES

Basic skills (CB, by the acronym in Spanish):

- CB2: Students know how to apply their knowledge to their work or vocation professionally and have the skills that are usually demonstrated by forming and defending opinions and solving problems within their study area.
- CB4: Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

General skills (CG, by the acronym in Spanish):

- CG13. Know the principles of healthcare and social financing and make appropriate use of the available resources.
- CG15. Work as a core part of a professional team, whereby professionals and other people at healthcare organisations are structured in either a unidisciplinary or multidisciplinary/interdisciplinary way.

Cross-curricular skills (CT, by the acronym in Spanish):

- CT5: Be oriented towards the development of others by understanding their attitudes, interests, needs and perspectives.
- CT6: Identify new opportunities and resistance to change from yourself and others.
- CT7: Manage working groups.
- CT8: Turn ideas into actions, taking risks and overcoming obstacles.
- CT9: Evaluate and assess the cultural complexity of global organisations and institutions, and learn from their good practices.
- CT10: Take on and/or set challenging individual goals, and meet individual goals and objectives.
- CT11: Show initiative to pursue additional responsibilities, evaluating work results to ensure compliance with quality standards.
- CT12: Critically evaluate information and its sources, identify gaps (missing) information and search appropriate sources to fill them.
- CT13: Synthesise information and integrate it with what is already known about a topic.
- CT14: Identify patterns from information and understand the big picture, ensuring you use the best practices and analyse quantitative and qualitative data.
- CT15: Identify and solve work problems independently, considering various approaches to problem solving.

European Directive:

- CUE2: Collaborate effectively with other actors in the health sector, including taking part in practical training for health workers based on the knowledge and skills acquired in accordance with paragraph 6(d) and (e).
- CUE6: Ensure quality nursing care and evaluate it independently.

Specific skills (CE, by the acronym in Spanish):

- CE25. Identify the characteristics of the leadership role in nursing services and healthcare management, and learn and apply techniques for group management.

Learning outcomes (RA, by the acronym in Spanish):

- RA1. Recognise abilities and skills in oneself and others, applying critical and reflective thinking.
- RA2. Adapt your leadership style to each situation.
- RA3. Develop leadership and group management skills.
- RA4. Develop ideas, projects and activities involving new opportunities in the field of nursing, analysing risks and providing solutions to obstacles.
- RA5. Identify different mechanisms of access to the world of work.
- RA6. Employ tools and skills for entrepreneurship.

The following table shows how the skills developed in the subject area relate to the intended learning outcomes:

Skills	Learning outcomes
CB2, CB4, CG15, CT5, CT6, CT7, CT10, CUE6	RA1. Recognise abilities and skills in oneself and others, applying critical and reflective thinking.
CB4, CG15, CT5, CT6, CT15	RA2. Adapt your leadership style to each situation.
CB2, CB4, CG13, CG15, CT5, CT6, CT7, CT8, CT9, CT12, CT14, CT15, CE25	RA3. Develop leadership and group management skills.
CB2, CB4, CG13, CT6, CT8, CT11, CT12, CT13, CT15, CUE2	RA4. Develop ideas, projects and activities involving new opportunities in the field of nursing, analysing risks and providing solutions to obstacles.
CT9, CT11, CT12, CT14,	RA5. Identify different mechanisms of access to the world of work.
CB4, CT6, CT8, CT10, CT11, CT12, CT14, CT15, CUE2	RA6. Employ tools and skills for entrepreneurship.

4. CONTENTS

The subject area is organised into 2 modules, which are then divided into units:

MODULE 1. LEADERSHIP

Unit 1. Personal Skills

- Self-awareness
- Communication

Unit 2. Leadership Skills

- Group work
- Leadership and team management

MODULE 2. MANAGEMENT IN ORGANISATIONS AND PROFESSIONAL ENTREPRENEURSHIP

Unit 3. Management in Health Institutions. Nursing Management

- Care management
- Resource management
- Quality management
- Knowledge management

Unit 4. Professional Entrepreneurship

- Areas of professional development in the nursing field
- Mechanisms for access to Postgraduate Education
- Tools and facilitators for access to the world of work
- Professional social networks

5. TEACHING-LEARNING METHODS

The types of teaching-learning methods are as follows: MD1. Lectures

MD3. Collaborative learning

MD5. Project-based learning MD6.

Simulation environments

MD9. Reflective learning MD10.

Dialogic learning

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

On campus:

Learning activity	Number of hours
Asynchronous lectures	20
Research and projects	26
Group tutorials	8
Debates and discussions	16
Reading of content	20
Simulation activities	6
Oral presentations	4
Independent working	50
TOTAL	150

7. ASSESSMENT

The assessment systems, plus their weighting in the final grade for the subject area, are as follows:

On campus:

Assessment system	Weighting
Final on-campus knowledge test	30%
Portfolio	20%
Oral presentations	20%
Projects submitted through virtual campus	30%

On the Virtual Campus, when you open the subject area, you can check the guide with the details of your assessment activities, including the deadlines and assessment procedure for each.

8. BIBLIOGRAPHY

Communication

Leadership

Management

Entrepreneurship